

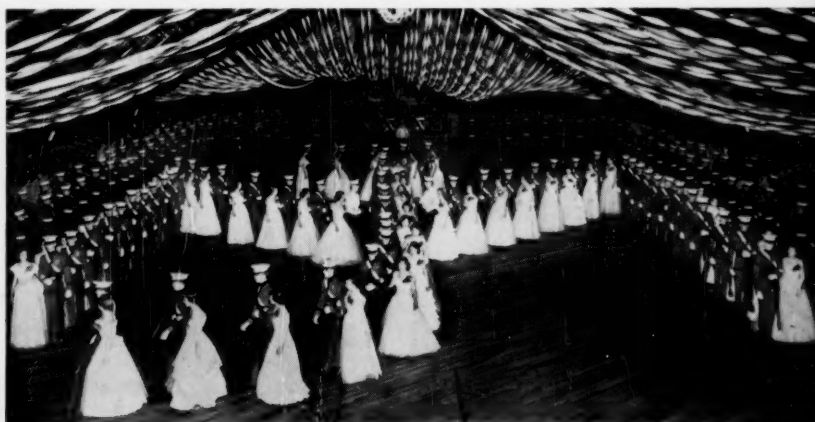
School Activities



DECEMBER, 1951



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School Activities

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As the Editor Sees It



May we introduce our new Assistant Editor—Mr. Ralph E. Graber, Principal of the Lawrence, Kansas, Junior High School. Mr. Graber's wide experience in public school work and in the publishing field, plus his competency in and enthusiasm for activities peculiarly fit him for this position. School Activities readers will profit from his association.

Undoubtedly, you have noticed the improvement in our typography and make-up. Credit Mr. Graber and our new printer, Harold Allen, of the Allen Press of Lawrence.

According to the United Press, "Coaches whose teams were being investigated were strangely silent," although with the first inquiries most of them heatedly denied that their boys could be involved in any skulduggery. Perhaps they learned from examples that it was best to keep quiet.

"If they ever catch one guy of mine, I'll quit basketball," roared one coach. Subsequently, eight of his players were involved. So far he has not quit.

"I've talked to my boys and nobody could touch them with a 10-foot pole," cried another coach. Later, three of his players were involved. The New York Basketball Writers then sent him an 11-foot pole.

Maybe college coaches are deaf, dumb, and blind, but we hardly think so—at least the great majority of them. But we do not believe that the entire story has been told.

It is still our humble opinion that the blame for the sad state of college athletics has not been placed where it belongs—on the heads of the institutions concerned. Why blame the coach for winning teams when these are exactly what he is employed to turn out? The head of an institution is legally and morally responsible for everything that goes on in it.

Perhaps you say, but he is only an employee of the board, so the board should have to accept the blame; and the board represents the alumni, so it should . . . etc. We don't think so. Doesn't an important part of the "leadership" of a university concern the leadership of its board, its alumni, and its public?

A college president easily proves the need for a new building program, increased faculty, expanded departments, changes in curricular emphases, etc. Should he not accept similar responsibility for a healthy development of athletics? Trouble is, most presidents rate their success on the extent of the plant expansion and the increase in size of the student body. The result is the vicious more-students—more-buildings—more-buildings—more-students circle. This developmental program requires publicity, and the easiest publicity comes through athletics. Hence. .

So far, thanks to the intelligence of secondary school associations, high schools have not imitated the recent wackiness of the college athletic program.

According to "The Activity Period in Public High Schools" (U. S. Office of Education) approximately two-thirds of all public secondary schools schedule an activity period during school hours. About one-half of these schools schedule three or four periods a week; about one-fourth, one or two periods. Strangely enough, the activity period is much more common in small schools (due to bus schedules) than in the larger.

Under the new law, beginning November 1, 1951, elementary and secondary school sports events are exempt from the federal tax on admission fees. Apparently, the tax on school movies and college athletics still stands.

Incidentally, the Colorado industrial commission recently took the official stand that football is big business, and that the relation between school and athlete is "that of employer and employee." The case concerned a college football player who was injured in spring practice.

HELP! HELP! We have been asked for information concerning supreme court (and other court) decisions on school responsibility for accidents. Can you, and will you, send us any information concerning such decisions, or tell us where we can obtain this information? Thanks, we knew you would.

Well, we wish you A M C A A H N Y!

Increasing the Student Council's Effectiveness Re School Problems

IT HAS BEEN the writer's privilege recently to attend several conferences at which student body leaders and their advisers, from a large number of Oregon high schools, devoted themselves to a study of the ways in which student councils might become more effective in working with problems in their respective schools. This article is addressed to similar groups in other areas who might be interested in this very important problem. To such leaders at least four questions seem pertinent:

1. What *are* the problems in the particular school in question?
2. With which of these problems should *students* appropriately be concerned?
3. What are some of the more important requirements for an effective plan of action?
4. How might the results of the work be evaluated?

The following paragraphs suggest avenues of approach to the answering of these questions.

1. If a problem is to be solved satisfactorily, it must be recognized as such by *all* concerned. Many problems persist in schools because they are recognized *only* by faculty members, or *only* by pupils, or *only* by the community—or at best by a combination of the groups concerned—but never by *all*. A desirable first step, then, should be that of arriving at an agreement between the student body, through its student council, and the school faculty, through its administration, as to what the particular school's problems are.

It is suggested that a start be made in a meeting of student council members without any faculty members present. This meeting might well be held in the home of one of the council members. It would not have the status of an official meeting, since official meetings should require the presence of a faculty adviser. The success of the meeting will be determined to a large degree by the effectiveness of the council's student leadership. In most schools, a certain amount of missionary work—of "selling"—will be necessary, because many high school students think of "participation in school government" in terms of being excused from classes and of securing

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other "privileges" from an understandingly reluctant administration. Yet, given constructive leadership, youngsters have proved time after time that they possess far more ability in helping solve school problems than they have been given credit for by adults.

The primary business in this initial meeting might well be that of developing an understanding, among the council members, of what, to *them*, constitute the most important problems in their school. The deliberations should be clarified by the expression in writing of the problems agreed upon. Possibly members-at-large of the student body could contribute to the final setting up of this list of problems.

2. It is proposed, as a next step, that the matter be discussed with the principal of the school (or with the adviser, if the principal has delegated the advisership to some other member of the faculty). The nature of the council's deliberations to this point should be explained and the adviser's help solicited. The adviser might be asked to prepare a list of school problems as he sees them, with the two lists later to be compared, or he might help choose, from the council list, those problems in whose solution students might appropriately assist.

A word of caution is injected here: this step in the total process should not be rushed! In many schools, the adviser will not be prepared for this kind of approach! Undoubtedly he will be pleased, but perhaps, too, he will be stunned, at least momentarily! At any rate, he should be given time to think it over.

From the cooperative thinking of students and faculty should thus come an agreement upon selected problems for which solutions are to be sought. Obviously these problems will differ from school to school, and within the school from time to time. The following are examples of problems which exist in many schools and

which an effective student council can be helpful in solving: welcoming new students and classes to the school; organization of "cheering sections" at games; development of good assembly programs; establishment of an activities calendar, which can serve as an aid in spacing activities throughout the school year and in reducing conflicts in dates; promoting of "good citizenship" campaigns of various kinds (e.g., courtesy, care of property, use of good English, regulation of traffic); financing of school activities; planning successful school parties and other social events; publication of the student handbook; and provision for meetings of various school activities with a minimum of conflict with classwork. Most schools will have no difficulty in developing their own lists of problems.

3. The next step calls for the formulation of a plan of action. One important requirement for the success of any undertaking is that it be understood by those concerned. Through student body meetings, council meetings open to student body members, school and community newspapers, and bulletin boards, to mention some of the more important media, this understanding can be developed.

A second important requirement is that there be as close to 100 per cent active *participation* in the undertaking as can possibly be achieved. This calls for a carefully organized program in which individuals and groups are given *specific* responsibilities and are held strictly accountable for results. A major problem in many school activity programs is that only a small number of pupils participate. This condition is a reflection on the program itself rather than on the pupils. All too often the *opportunity* to participate in appropriate activities is lacking. The wise student council will, by helping to establish needed committees and other activities, provide opportunities for *all* members of the student body to take part.

An important matter related to the plan of action is that of the recognition to be accorded the participants. Probably the two most widely used means of recognizing pupils' achievement are through publicity and through awards. Unfortunately, in many schools, participation in athletics is recognized to a much greater degree than in other activities. It would be far more desirable to recognize *all* work which is satisfactorily done. With this thought in mind, many schools have worked in the direction of achiev-

ing a balance in the publicity accorded to school affairs. Many, too, have reorganized their systems of awards. A notable trend is the development of "point" systems which recognize *all* types of achievement and which lead to a student body citizenship emblem, either as a supplement to or in place of the awards earned in specific activities.

4. The evaluation of school activities is not easy. However, one method of securing evidence concerning the success of a program is through opinion polls. The opinions of pupils, of teachers, and of parents all are useful in checking up on results. They can also be valuable in offering suggestions for further progress.

At least as important, as indicators of the success of activities, are changes in pupil behavior patterns. Periodic checking of school records is one means of measuring such changes. As the success of activities increases, school attendance and scholarship may be expected to improve, disciplinary problems to diminish both in number and in kind, and interest and participation in activities to increase. Of course all changes in pupils' behavior cannot be explained solely in terms of the school's activities. However, the two are closely related.

Sincere efforts to arrive cooperatively at answers to the above questions should go a long way toward increasing the student council's effectiveness in working with school problems, and they promise rich dividends in terms of more adequate school programs and more vital pupil growth.

Catch-All Citizenship

Citizenship is a word of generality with differing meanings for different people. Patriotism, free enterprise, religion, thrift, honesty, courtesy, good behavior, critical thinking, propaganda analysis, and knowledge of American history are frequently used as synonyms for citizenship. These varied meanings of the word citizenship are reflected in current programs of citizenship education. Today, almost anything that is done under school auspices is defended because of "citizenship" values. As long as citizenship is used as a vague catch-word for all that is good, schools face the danger of not developing better citizens because their programs are not focused on a few areas where improvement can be made. —STANLEY E. DIMOND in *School of Education Bulletin* (University of Michigan)

Planning the Negative Rebuttal Speech

RESOLVED: That all American Citizens should be subject to conscription for essential service in time of war.

Everywhere we look, we can see headlines telling of the possibility that war might come to the people of the United States almost at a moment's notice. In one paper, we see that President Truman may be thinking of giving the authority to use atomic weapons to General Eisenhower in the event of a sudden development. In another headline we see the statement of Bernard Baruch pointing out that we must have an immediate freeze of wages and prices if we are to save the nation from impending bankruptcy. Regardless of where we look, we can see new encroachments upon the part of the federal government upon the rights of the American citizen.

When we debate the proposal that all Americans should be subject to conscription for essential service, we are again discussing this problem of ever increasing contests over the liberties of our citizens. This proposal is just another attempt upon the part of the government to take over complete control of the lives and activities of the American public. It is the belief of the members of the negative team that this serious threat to American liberty should not be allowed to develop in the United States.

When the members of the negative team are preparing their rebuttal speeches on this subject, they should analyze the entire question to discover the points of greatest strength for their side of the argument. They should try to determine if there is really a need for the drastic change in policy calling for forced labor. Is there any evidence to prove that we cannot produce the goods needed without resorting to conscription of all Americans for essential service? We of the negative feel that at least during World War II there was little evidence to show a need for conscription in the event of another war.

The first point that we can give in evidence to prove our point that there was not any apparent need for the conscription of labor during the last war, is the comparatively comfortable way in which the American people lived during the conflict. We doubt if one of our opposing debaters can even begin to tell how rationing operated. They may remember that sugar and

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meat were rationed, but what else came under the control of the government? Can they point out a simple case of hardship to civilians during the war because they could not secure needed products? We doubt if they can, simply because as civilians we really made no sacrifices during the war. We made no sacrifices because the nation had enough workers to produce both the munitions of war and the needed civilian goods.

A major point that the negative wants to establish is that the government never faced a manpower shortage of any importance during World War II. We admit that a few soldiers were used in the Montana copper mines and in the Pacific coast ship yards for brief periods. The fact that such a thing occurred in only one or two isolated cases merely strengthens our contention that we actually had no real labor shortage. If an actual shortage of labor had existed during World War II we would have had scores of instances where the army was sent in to produce needed war supplies. In fact if the shortage of labor had continued for any length of time, the government had the power to conscript labor. The fact that it failed to use the power indicates that this was no real labor shortage.

During World War II the United States became the arsenal for the allied nations. Billions of dollars worth of materials of war were not only manufactured but they were transferred to Russia. Similarly we prepared the needed aircraft and other instruments of war to conduct successful campaigns in Italy, France, and against Japan. All this was done in spite of the fact that there was practically no suffering at home because of a lack of consumer goods. The food supply in our country was always comparatively adequate, and we had no general shortage of either clothing or fuel.

Probably the most forceful argument that we can present to indicate that there was no real need for conscription of all labor during World War II was the failure of the Austin-Wadsworth Bill to pass during the conflict. This proposed bill called for the registration of all men and women between the ages of 18 and 50 to be liable for personal service in the war effort in a non-

combatant capacity in order to insure an adequate supply of workers in war industries, agriculture, and other occupations essential to the prosecution of the war. In effect, it was about the same proposal that the affirmative have made in this debate.

Now, let us consider the conditions that existed at the time the Austin-Wadsworth Bill was proposed. First, we were at the peak of our war-time production. We were preparing for the invasion of Europe and a knockout blow for Japan. Civilian consumption was high. In spite of this almost unbelievable claim upon the manpower of the nation, Congress was unwilling to accept this radical proposal. If the nation were able to go through such serious days as we had in World War II without resorting to conscription of all Americans for essential service, we feel that we should not adopt this plan now.

MAJOR AFFIRMATIVE ARGUMENTS THAT MUST BE MET

In almost any discussion of this proposal to conscript all Americans for essential service in time of war, certain important arguments will be presented by the affirmative. They are important to the outcome of the debate since the members of the affirmative team must establish them if they hope to win their case.

Since they are so important to the final establishment of the affirmative contentions, we have listed below a number of vital arguments in favor of the affirmative proposal, and have followed each argument with a suggested method for meeting the argument on the part of the negative.

Affirmative Argument

We have organized the country on almost a war basis and when doing that we realize that there is a shortage of manpower in the United States. In the face of this manpower shortage we feel that we should now adopt the proposal of conscripting all Americans for essential service in the event of war.

Negative Refutation We are interested in the line of argument that the members of the affirmative have put forth in attempting to show that there is a need for conscription of all Americans for essential service at this time. It has been said that we have a serious manpower shortage today, but no man of importance was mentioned to prove the point.

Negative Refutation We are interested in the line of argument that the members of the affirmative have put forth in attempting to show that there is a need for conscription of all Americans for essential service at this time. It has been said that we have a serious manpower shortage today, but no man of importance was mentioned to prove the point.

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In March 1951, Charles Wilson was asked

certain questions by the editors of *United States News* about the manpower situation. When asked if he expected a drain on workers because of military service, Wilson answered, "Yes, but women will take defense jobs, and, of course, there are a million new workers becoming of working age every year. We are working only 40 hours a week now, and we can work overtime. After all, a 44 hour week would give us 10 per cent more hours. Ten per cent more production would be quite a little on a 300 billion-dollar annual output. It would be 30 billion dollars of the 50 billion of defense goods right there alone." This statement by the man who is now in charge of defense production does not indicate that he feels that there is any serious shortage in manpower in the United States today. If he felt a need for the drastic move that the affirmative proposes, he certainly would not have passed up this opportunity to mention that conviction.

Affirmative Argument

We should begin to think about the establishment of a manpower bill before war is

upon us again. We almost passed such a bill in World War II and it is a certainty that such legislation will be passed in a future war.

Negative Refutation

The affirmative debaters tell us that we will be certain to pass a bill calling for conscription of all Americans for essential service in the event of another war. They have gone on to claim that such a bill was almost passed in the last war and thus will be a certainty in any future war. We are here to challenge that statement.

In an editorial in 1945, the *SATURDAY EVENING POST* commented on the manpower bill that was almost forced upon the American people. The editors of that magazine say that the bill was not passed because everybody knew that there was no actual shortage of workers. Such a statement is a damaging one to the members of the affirmative. They must show that there was really a need for the bill. They must prove that it was not just another attempt of the administration to gain a little more power at the expense of the people.

This editorial went on to say that the problem was not a shortage of workers by industry but a situation created by the hoarding of the men who were available. If a plant needed 100 men, it usually asked for 500. These figures

became exaggerated as they were telegraphed across the nation and published in newspapers. One manufacturer stated that he needed 2500 men. When he learned that a survey was being taken to see what his real needs were, he quickly reduced the figure to 200 men. When the facts were known about World War II, we find that there never was an actual manpower shortage.

Affirmative Argument It is a mistake to count upon the women of the nation to do any important part of the total production of the nation. Facts available at this time show that the women of the nation will not be ready to do any important part of the emergency work of the nation in the event of a war.

Negative Refutation We would like to know where the members of the affirmative got their information proving that the women of the nation would not be ready to do their part in any national emergency that might develop? They certainly did not get this information from anyone who can be considered as being an authority on manpower. Our information leads us to believe that the women are ready for an emergency.

Dorothy Stratton says, "In 1950, the ground-work is already laid for women to carry a large share of military duties in the event of a national emergency. The 23,000 women now on active duty constitute a nucleus for the training and discipline of new recruits in large numbers." She goes on to point out that there is now a lot less resistance to the use of women in the armed forces. If women are used in this way, a great many men will be relieved from jobs in essential industries. The use of women will go a long way toward lessening the pinch on manpower in the event of war.

Affirmative Argument The United States is in much poorer shape with regard to manpower in 1951 than it was in 1940 when World War II began. It is a known fact that we now have only 3.2 million unemployed while we had over 8 million in 1940.

Negative Refutation If we listen to Forrest Kirkpatrick we find that in many respects the United States is better prepared to embark upon a program of manpower mobilization today than it was in 1940. In the first place our labor force is 7.5 million larger than it was in 1940 and the pro-

ductivity of each man has made a very great increase. We also have a much better trained labor force that now has the skill necessary to man newly designed machines. In 1940, the skills of millions of men were rusty with disuse. That is not the situation in America today.

The thing that the affirmative seem to be trying to forget is the simple fact that we are producing much more today for civilian use than we ever produced before the war. We are doing this because we now have full production and the people are spending their incomes for more and more goods. In the event of a national emergency, these plants that are now producing for civilian use can quickly be turned over to the production of war goods and we will have a well trained personnel to do the essential manufacturing of the nation.

Affirmative Argument One of the first problems that the men in control of the manufacturing plants of the United States had to face with the opening of the Korean War was the possible shortage of manpower. If total war comes, the needs of these industrial leaders will become very serious demanding conscription of all Americans for essential service.

Negative Refutation In the fall of 1950, the phrase "manpower shortage" was on the lips of almost every American. The labor agents of the western aircraft plants started out to get the needed workers. Newspaper stories told the story of needed manpower in other areas. Employers in every section were afraid that they would lose their workers to the higher bidding aircraft employers. It looked as if the nation were in for a serious manpower shortage. The important thing to remember is that this shortage did not develop.

FORTUNE Magazine points out just why this planned shortage of manpower did not develop. They show that even a fully employed national economy of \$300 billion a year cannot carry an additional \$50 billion defense budget plus 3 million men in uniform. If we are spending at such a rate, we would have to make serious cut-backs in the spending of our civilian population. Thus, instead of having too few men, we have the problem of distributing the manpower where it will be needed the most. The brakes will come not from a lack of manpower but from a lack of materials. We feel that if the available man-

power of the nation is properly distributed even in time of war, we will have a sufficient manpower pool in the United States.

Affirmative Argument The members of the negative have made the claim that there is no need to adopt the system of conscription of all Americans for essential service in the event of war. We challenge them to show us where the needed manpower can be had in the event of an emergency.

Negative Refutation We are happy to accept the challenge of the affirmative debaters to show them where

we will get the manpower that will be needed in the event of war without adopting the plan of the affirmative. Robert G. Goodwin, head of the office of Defense Manpower, pointed out in 1950 how we could increase our labor supply of 65 million workers by at least 5 million.

The plan that Mr. Goodwin proposed would get the workers in the following way, (1) He would get 1.5 million from the unemployed. (2) He would get some additional workers from the

ranks of the women. (3) Handicapped workers would provide their share of the needed workers. (4) Young workers are now entering the working force of the nation. (5) Retired and older workers can reenter the ranks of the employed, and (6) We can increase the length of the work week by 4 to 8 hours and get most of the labor that the nation will need.

We have accepted the challenge of the affirmative and have shown upon good authority just where the workers that the nation will need in an emergency will come from. We will be happy to accept any similar challenge that the affirmative may care to hurl at us.

EDITOR'S NOTE: This is the last in a series of articles on "Conscription of All Americans in Time of War," current High School Debate Question, by Harold E. Gibson. The affirmative side was discussed in the September issue; the negative side in the October issue; and the affirmative rebuttal in the November issue.

Script for an assembly program of scientific nature is contained in this article.

A Program for a Science Assembly or Radio Broadcast

ONE OF THE ACTIVITIES frequently assigned to the science teacher is the preparation of a program for presentation before the school assembly, or for broadcast on the local radio station. It is platitudinous to state that the science teacher is seldom trained for carrying out such an assignment successfully. Hence, teachers of science often produce inferior programs, or else seek aid from publications that provide suggestions for them. The writer found himself in such a position a few years ago.

At that time it was necessary to prepare a science program for broadcast over one of the radio stations in Buffalo, New York. An outline of the general plan for the program was presented to the students of the chemistry class, and the help of the dramatics teacher was enlisted. Without the help of the author, a script was prepared, tried out and modified by the students. It was then presented to the program director of the radio station. After further modification the program was broadcast. The program, according to all reports, was one of the most successful of

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the series. As a result it was modified for presentation before a school assembly.

A few years later, when the author was employed at the Iowa State Teachers College, it again became necessary to prepare a science program for broadcast over the college station. A copy of the script was obtained and was presented to the students in the class in physical science. It was again modified somewhat, recorded on a tape recorder, and then broadcast. Again it was adjudged to be one of the best programs in the series.

During 1950 it was presented as a demonstration before a group of science teachers in Michigan. Since the latter presentation, numerous requests have been received for copies of the script for use at assemblies, science clubs, and other similar programs. Therefore, it was decided, if possible, to publish the script for what-

ever use other teachers of science might have for it. The author wishes to make clear that full credit for preparation of the script belongs to many others whose names have long since been forgotten. However, his gratitude goes to each and every one.

HYDROGEN, THE EXPLOSIVE

(The scene opens in a classroom shortly after school has been dismissed for the day. Two girls are talking about a school matter that has arisen.)

Girl 1: Gosh, I can't understand why the profs can't give us our assignments some time other than over the weekends. Every week it seems to be the same way.

Girl 2: Yes, last week it was turn in a paper on atomic structure, this week bring in some evidence to show that hydrogen is an explosive.

Girl 1: Well, I can see Prof's point. He's been harping all year on the fact that air doesn't have any materials in it that burn. Today half the class thought that they get hydrogen for balloons, and for cutting torches, by extracting it from the air. Still everybody seemed to know it burns.

Girl 2: I guess everybody gets it mixed up with nitrogen.

Girl 1: Yes, I guess so, too. But the point is how are we going to bring in some proof that it is an explosive? Prof said a statement from a book wasn't enough, because we had read it many times this year and hadn't paid any attention to it.

Girl 2: Are there any simple experiments we could hatch up?

Girl 1: I don't know.

(Two boys enter the room.)

Boy 1: Say, what you two hanging around the lab for at this hour?

Girl 2: Say, yourself! What are you two coming in for at this hour?

Boy 2: Probably for the same reason that you two are. Prof gave us permission to make up some hydrogen to see if we could prove it explodes.

Girl 1: Are both of you going to do it, or are you going to work separately?

Boy 1: Oh, Prof said we could work in groups. All he wants us to do really is to get it in our heads that hydrogen explodes when it's mixed with air and lighted.

Girl 2: Hey, how about letting us in on it?

Girl 1: Yes, how about it?

Boy 2: (Dubiously.) I don't know. Prof just said the two of us.

Boy 1: Oh, come on! We might as well. He didn't say we couldn't have more.

Boy 2: Well, O.K. But no fooling around. We want to get this done and get out.

Girl 1: Good! Let's get on it now.

Girl 2: What do you want us to do?

Boy 1: First, you can help me get some of the chemicals, while _____ helps _____ get out the apparatus.

Boy 2: We're going to need a stand, a couple of clamps, a flask, a rubber stopper, some glass and rubber tubing, and a candle. Let's get it.

(Boy 2 and Girl 1 move off.)

Girl 2: (to Boy 1): What chemicals do we need?

Boy 1: Some zinc and some sulfuric acid. They're right here in this cabinet. (Doors open and bottles come out.)

(Boy 2 and Girl 1 come back.)

Girl 1: I guess this is all, isn't it?

Boy 2: Yes, this is all we need.

(All four gather.)

Girl 2: How do you make the hydrogen?

Boy 1: You dilute some of this sulfuric acid,—that's this stuff in the bottle marked H_2SO_4 , and pour it over some zinc chips.

Girl 1: Say, I know a poem about that stuff. It goes like this:

Here lies the bones
Of Samuel Jones
Who died upon the floor
(All mockingly in chorus.)
Cause what he thought was H_2O
Was H_2SO_4 .

Boy 2: Yes, we've all heard it and don't think it's funny.. Go ahead, will you _____.

Boy 1: First, you clamp this ring on the stand, then you put the flask on the ring and attach the neck of the flask to the iron rod with this clamp.

Girl 2: Oh, I see the ring just supports the flask and the clamp holds it steady.

Boy 2: That's right.

Girl 2: But I still don't see where the hydrogen comes from.

Boy 2: You just make it in the flask. First you put some zinc chips in the flask. Pass them over will you _____? See, like this. (Dropping down in flask.)

- Girl 1: The next thing is to pour some of that dilute acid down over the zinc, is that right?
- Boy 1: That's it and then we collect the hydrogen.
- Girl 2: I follow so far but I don't see how you are going to prove that hydrogen explodes. You can't light it as it comes out or it would blow up the whole apparatus.
- Girl 1: How are you going to do it?
- Boy 2: Just stop talking and watch awhile. Now we dilute the acid. Always pour the acid into the water, not the other way around or it will splatter. (Sound of pouring.)
- Boy 1: Now I'll pour it down over the zinc. (Pours.) Hear how it fizzes! (Fizzling sound.)
- Girl 2: So you have some hydrogen. But I still don't see how you are going to show that it explodes.
- Boy 2: Well, this is our idea. You see this rubber stopper with the hole in it? Well, we'll put a glass tube through it and put the stopper in the neck of the flask.
- Boy 1: That's it, and then all the hydrogen being formed in the flask will be coming out the end of the glass tubing.
- Boy 2: And that's where this balloon comes in. (Removing balloon and string from his pocket.)
- Girl 1: Oh, I see now. You're going to fill the balloon with the hydrogen by putting it over the glass tubing and then you're going to tie it up.
- Girl 2: Well, then you have a balloon full of hydrogen, but how does that prove that hydrogen explodes.
- Boy 1: You're still right, but when it is full we'll put a lighted candle up to the balloon and if it goes as it should, she'll really blow up.
- Boy 2: Now, what do you think of the idea?
- Girl 1: Say fellow, that's O.K.
- Girl 2: How did you ever figure that out?
- Boy 1: Just masculine brains that's all.
- Boy 2: Well, let's get going. Have you got the glass tubing in the stopper, _____?
- Boy 1: Yes, here it is.
- Girl 1: How about my pouring more acid on the zinc in the flask?
- Girl 2: Sure, let us get in on it.
- Boy 1: All right, go ahead. Pour it in slowly. (Pouring and fizzling.)
- Boy 2: All right. Now here's the stopper with the tube. Plug it up fast. (Plugging noise.)
- Boy 1: Now to put the balloon over the tubing. Here goes.
- Girl 1: Gosh, that's filling fast.
- Girl 2: There really must be some pressure there.
- Boy 2: There is. It's almost time now to tie off the balloon. Here's the string.
- Boy 1: O.K. I'll hold it while you tie it. That's it. Quick. Is it tied?
- Boy 2: Let go now. I have it tied.
- Girl 1: This is the part I want to see. Let's light it quick!
- Girl 2: Yes, come on!
- Boy 1: Not yet! We've got to fill this flask with water and get it out of the way when we light the balloon or that may start to burn too. Remember hydrogen burns!
- (Move apparatus—water running.)
- Boy 2: Well, let's try it. Tie the balloon to this yardstick and hold it away from you. O.K. Now, light the candle and set it on the desk.
- Boy 1: All set? Now, hold the balloon over the candle. (Balloon blows up.)
- Girl 1: Gosh, I never thought that little bit of hydrogen would explode like that.
- Girl 2: Neither did I. Can you imagine what would happen if there were hydrogen in the air and someone lit a match! The whole mass of air would blow up.
- Boy 1: That's right. Well, I guess we've got proof enough now that hydrogen is bad stuff around flames.
- Girl 1: I'll bet no one else had an idea like this one. When we show this on Monday, it should be an A for each of us.
- Boy 2: Yes sir! Well, let's clean up and start spending our week-end.
- (Fade out)

We need to think in a third dimension, dimension which gives substance and meaning to the interaction of events and people . . . Our greatest need concerns the moral and spiritual development of our students. It is in meeting the needs in this quarter that we can hope for growth in that all-important yet intangible quality we call character. —ARTHUR S. ADAMS, *President, American Council on Education*

People sure do like to be fooled. Someone has to be prepared to perform the trickery. Why not learn?

The Possibilities of a High School Magic Club

ARE YOU LOOKING for something exciting, interesting, and educational as a new student activity? "Sure," you say. Then we recommend a Magic Club.

"Magic is an art that sometimes instructs, often amuses, and always entertains." This statement, made by one of the grand old men of magic, Doc Wilson, can only be true if the individual practicing the art is a magician. This is, indeed, a paradoxical thought and yet a genuine fact if the word "magician" is defined in terms of entertainment value. Magicians are made and not born. No one learns a sleight or the use of a gimmick in five minutes. There are no minute wonders in magic. There are people who present themselves as magicians after ten minutes of reading instructions; however, only five minutes of performing will reveal their inadequacies.

Magic is an old and legendary form of entertainment. All traces of civilization from earliest time reveal that magic has existed wherever man has existed. It would seem that there is some inherent desire in man to be fooled. Magic is believed to be the father of scientific thought and development.

Magic can provide one of the finest extra-curricular activities on any campus if properly handled. There are certain responsibilities which any sponsor of such an activity must recognize before attempting to organize such a club. There are four reasons why magic must be properly approached and presented to be effective:

1. There are allied fields in magic such as hypnotism and mesmerism which must be discouraged if they are mentioned by the students. These activities can create a bad name for the club because the subjects involved are somewhat technical.

2. Magic clubs must be based on a code of ethics. Some of the effects of magic depend on secrecy. The secrecy and the effectiveness of the student activity will depend on the ethical conduct of the members.

3. There are several national and international magician's organizations which are quite proud of the art of magic. A sponsor should

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never allow or indulge in any activity which discredits or endangers the professional magician.

4. Membership in a magic club must be voluntary. An unsatisfied or disrespectful student could only do harm to the club as an activity. The membership of the club could well be the deciding body for any unethical or supposedly unethical act by a club member.

The organization of a magic club in a high school can be a thrilling experience. Magic allows for the development of individuality, poise, voice control, self-confidence, initiative, *esprit de corps*, and other valuable personal assets. It is true that cooperative activities will be minimized but certainly there should be some opportunity for something other than group activity. There is a certain danger of students becoming "herd" minded. Magic allows the individual student to develop his own individual style and personality. A student can do a silent show, entirely in pantomime, or he can use comedy for a comedy skit or act. Each student will be encouraged to develop his own personality and fit his efforts to that personality.

Organization and Materials

The remainder of this article outlines the organization of a magic club and the points most likely to be involved. Material that will be used in directing the functioning of the club has been included at the end of the paper. The supposition is made that the club will have one activity period during each week. An attempt will be made to plan the activity and include some of the basic materials necessary for the introduction of the activity. Each period of the eighteen week semester will be given over to a discussion of possible activities.

There will be definite difficulties arising from the lack of necessary books and pamphlets on magic and allied fields. The only possible solution probably lies with the sponsor who will have to lend his own materials. It would be rather unlikely that the library would be willing to invest in books of such limited usage. If the library did invest in such books, they could only be made accessible to club members in order to protect club and activity secrets. Since libraries are unable to purchase magical literature on the general magic market, it is unlikely that a school library could obtain the necessary materials.

Dues

If possible, dues should be discouraged in this activity. Any need for club finances could be satisfied through money-making activities of the club. It is likely that community organizations would be willing to pay small sums of money for entertainment by magic club members. Club members should be given some form of protection, since the community demands might exceed the students' time. A student club member should be limited to the number of public shows that he could give under school sponsorship.

Sponsor

The sponsor of a magic club should be an individual who is well acquainted with the hobby of magic. Much of the atmosphere and tradition of magic is carried by individual activity and not in books and magazines. A person not well acquainted with magic could possibly do more harm to the art, than good.

Gambling Items

There may be difficulties arising from the use of cards, dice, and similar items in club activities. This fact should be presented to the students and their opinions obtained. The superintendent must be consulted before any such items are used by the students. It would be well to consider the general community attitude before presenting any magic with cards, dice, or any other gambling items.

Objectives

There are four basic objectives in the organization of a magic club:

1. The activity provides a hobby for the student which might be of use in later life. There are few hobbies which are as useful in business and professional life as magic.

2. The activity develops the personality of the individual so that he is able to appear before an audience and entertain.

3. The activity promotes a cooperative spirit between individuals as such. The club is composed of individual members working together.

4. The basic plan for club activities must be flexible enough to adjust to the varying types of students and the varying interests of the group. There should be no attempt to follow any definite, hard and fast outline.

OUTLINE OF ACTIVITIES OF A MAGIC CLUB

First Meeting

This period should be used by the sponsor to acquaint the students with magic as a hobby. The sponsor should be able to do about five minutes of magic consisting of tricks which are well within the abilities of students and then outline what the club *might* do in the following weeks. This could be presented on a mimeographed sheet to save time. Changes could and should be made by students. Below is a possible outline or plan for student consideration:

1. Each student learns to do at least one trick well enough to fool the rest of the club members.

2. The student club presents an assembly program of magic.

3. The student learns how to talk and act before an audience.

4. The student learns the value of secrets in magic.

5. The student reads books and articles on magic.

6. The student learns some of the terminology of magic.

7. The club should invite a professional magician to a meeting and ask him to perform.

Officers

We recommend that when club officers are elected, they be given special titles with magic connotation. The president might be called the High Mystic, the vice president, the Low Mystic, and the secretary the Oracle.

A discussion of the individual student's interests and desires will aid in the selection of tricks for each student. If the group is interested in any special type of magic it should be discussed.

The first meeting is quite important and the success of the club activity depends on the ability

School Activities

of the sponsor to present magic as an interesting and entertaining hobby.

The sponsor should suggest that a Code of Ethics Committee be elected and a Code of Ethics drawn up for the club. The sponsor is included as an ex-officio member of this committee. The committee should discuss a pledge of secrecy and the advisability of such an item.

Second and Third Weeks

Use these two weeks in completing all organization matters and discussing individual and group projects and aims. Make suggestions as to reading material and descriptions of tricks which are within the abilities of the students. By the end of the third meeting each student should have selected a trick with which to work. If the students wish to use equipment they should learn how to construct it out of scrap materials. *No equipment should be purchased by any student.* If the students wish to buy a trick, the sponsor should first discover whether it is within the student's ability and whether or not it is worth the price. Magic shops sell much equipment and material that is worthless.

Fourth, Fifth, and Sixth Weeks

These three weeks should be used for student presentation of learned tricks. Each student presents one trick and offers self-criticism. The club members also offer suggestions for improvement.

Seventh, Eighth, and Ninth Weeks

Spend these three weeks in planning an assembly program in which each club member takes some part either as an individual performer or works with a group. The students plan the show and the sponsor attempts to smooth down rough edges in the program.

Tenth, Eleventh, and Twelfth Weeks

The activities of these three weeks are spent in rehearsals and presentation of an assembly program during the twelfth week. If possible, practices should be held on a stage and improvements made on the entire show to be presented during the tenth and eleventh weeks. The use of the stage provides endless opportunities for the teaching of stagecraft.

Thirteenth Week

A discussion evaluation should be held on audience reactions to the show given in assembly. Use this week to make plans for a club party to be held at the end of the semester. Each student selects another trick and practices it in secrecy.

The trick is made known to the sponsor who can make pertinent suggestions and prevent repetition of items. The sponsor approves the plan for the party program. Each student may volunteer to bring some refreshment for the party, if it is desired. The party should be planned by the students with suggestions by the sponsor.

Fourteenth, Fifteenth, and Sixteenth Weeks

The club is now old enough to spend time in discussing topics brought up by students. The sponsor might suggest reports on specific tricks to the students. The sponsor should present at some time a glossary of words used by magicians and explain how they are used. The students may become acquainted with the International Brotherhood of Magicians and the Society of American Magicians and the facilities and benefits of such clubs. The meeting following the magician's visit may be spent on discussing the techniques and effects of the visitor.

Seventeenth Week

The second club party is held this period at which each student presents at least one trick to the rest of the club. Refreshments are brought and served by the students.

Eighteenth Week

The students make criticisms of performances of the previous week and make suggestions for possible activities for the next semester. The club should vote, at some time during the last three weeks, on the student who they believe showed the best achievement as a magician. This student might be awarded some item such as a new trick to encourage him.

It is difficult to describe the activities of a magic club since the disease "magicitis" presents rather bizarre symptoms. It is likely that the club's activities will be quite unpredictable.

Encourage girls to enter magical activities since the feminine touch can add much beauty and color to drab shows. There are several very outstanding women in magic at the present time who are drawing sizeable fees as entertainers.

Magic has definite promise for a student entertaining ideas of becoming professional. There are barriers as there are in any branch of show business but the final goal is well worth working for. There is a school in Los Angeles, California, called the Chavez College of Magic, which offers a full course in various fields of magic. The school has recently been approved by the government for G. I. benefits. It is entirely possible

to offer a full course in magic in high schools covering the basic principles and the psychology involved. Such a course might seem valueless but yet there are courses in photography, band music, art, drama, and similar fields.

Magic offers excellent opportunities for activity in the high school schedule of extra-curricular activities. There is stress placed on individual ability and personality development of the person. Every student will have opportunity for participation and will learn to present himself and his entertainment to an audience. Each individual will have the materials and necessary knowledge to present an enjoyable interlude of entertainment to any group. This single achievement could easily make the difference in personality development of many young people.

Therapy for Weak Clubs

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WHAT CAN BE DONE to bring an ailing club back to the health and vigor it has once enjoyed? Morrilton High School can relate at least one successful therapeutic process.

The Morrilton school is a consolidated system serving a large part of Conway County, Arkansas, and the town of Morrilton, which is the county seat, with a population of about 5000. The enrollment in grades seven through twelve is about 600. In the seventh and eighth grades the activities have been fairly well curricularized, but in grades nine through twelve extra-curricular activities still occupy a prominent place in the school program.

Two years ago a new organization, the Key Club, was chartered after quite a great deal of enthusiasm and encouragement from the leadership of the Kiwanis Club down town. It was a lively club with a good membership, dedicated to service and the development of character and leadership. Everything went well and everybody was happy—that is, until the new sort of wore away. Before long it was rather obvious that all was not well with the Key Club. Both the sponsor and the officers were worried because

interest had taken what seemed to be a permanent slump. Nothing ever aroused the group to anything like its original spirit.

The leaders wondered if the club were worth trying to save or if it might have been a mistake from the beginning. They talked among themselves. They consulted the senior Kiwanians. They learned, among other things, that service was the keynote in the senior club. A good service project, they agreed, was just the thing their club needed. It sounded fine, and here was a chance to do something really big. Interest picked up. Everyone had suggestions about things that needed to be done. However, two obstacles kept popping up with nearly every suggestion. Most projects demanded a great deal of time and some financial backing. Every member was carrying a full academic load and the club treasury showed a balance of exactly seventy-six cents. Finally the job of selecting a project was delegated to a special committee, which immediately began scouting for something that would not take up too much school time and that would require no money at all.

The assignment moved slowly. One day after wasting practically a whole free period thinking up impossible nothings, the committee members sat on the stairs in the front hall feeling sorry for themselves and all committee people in general. Then one of the boys noticed a gentleman with a brief case, who had passed their group a few minutes before, wandering around in the hall. He was trying to find the superintendent's office. An idea! That was it! Why not set up an information booth? Surely that would be a real service. Every day dozens of people would be coming and going, wasting time trying to find the right persons at the right time. The idea was one that clicked.

Now Morrilton High School has an information desk located in the entrance hall of the main building with a Key Club member on duty every period in the school day. Duty is rotated so that no member misses classes to serve. When a visitor enters the hall, a Key Club-er is at his service to answer inquiries and to direct him wherever he wishes to go.

The project has been in operation for about a year and has been recognized for outstanding service by the faculty, student groups, visitors, and the public relations committee. It has been quite a morale builder and has led to ideas for other service projects. Recently the Key Club

led the entire high school in a clean-up campaign co-sponsored by the adult civic clubs. Other projects include collecting old greeting cards to send to therapy wards in hospitals and sponsoring gift baskets to needy families.

One thing the Key Club has learned. Service

is good therapy, and there are many opportunities to do little things every day—things which take very little time and no money at all. Such service returns a feeling of satisfaction and worthwhileness and keeps the club alive and enthusiastic.

One teacher training institution is preparing its students to assume their positions more efficiently.

Sponsor-Preparing in College

ONE OF THE PROBLEMS in securing sponsors for school activities is that of finding teachers acquainted with the particular area desired. Too many sponsors are chosen because of their popularity with the students. No matter how active a teacher may have been during his high school and college days he cannot possibly have come in direct contact with more than a fraction of the clubs and programs now emerging in the widening extra-class phase of the curriculum. Many activities are now being recognized and accepted where before they were frowned upon or were not-even-germinating ideas. High school dance bands and Pre-Induction Clubs are examples of this trend. Consequently, steps must be taken to acquaint teachers and future teachers with varied and new activities.

A course designed with this in mind has been instituted for seniors and graduate students at New York State College for Teachers in Albany. It is titled "Extra-Class Activities" and has a large enrollment, showing the amount of student interest in this area.

Students are required, first of all, to actually participate as a co-sponsor, either in one of the student activities in the laboratory high school connected with the college or in a community program directly concerned with children. Many of them spend an evening or more each week with a Girl Scout Troop, a school rifle team, or some other similar organization. In this manner they come into immediate contact with boys and girls of school age in a more informal situation than that of their classroom practice-teaching.

Besides this activity, each student must delve into two other extra-curricular activities and prepare a report on each. These are not conventional term-paper type reports but are designed as an aid for any of the class members in a future

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position. The first report is typed up and duplicated by a special committee so that every member of the class may have a copy. The student distributes these copies and then gives a short oral summary of it and clears up any questions which fellow students might have. The written reports are kept brief, factual, and uniform for easy binding into an extra-class activities notebook at the end of the semester. They include things like how to get the activity under way, hazards, legal prescriptions, equipment needed and supply houses, guide and rule books, films and filmstrips on the activity, helpful organizations and magazines in that particular field. As the report guide furnished by the instructor states, "They are intended to include useful information for participants and sponsors and parents wishing to enrich family life. They should be very valuable to teachers sponsoring activities, pupils trying to organize clubs, camp counselors, and others." At the end of the current semester, students will have basic materials on 53 different activities for easy reference at any future time of need.

The second report is purposely delayed until the end of the semester. It is not duplicated or given orally but is specifically aimed at those activities which students know they will be sponsoring next year. Many of the seniors and most of the graduate students have secured teaching positions by this time (they hope) for the following September. All are required to do this report but many already know just what activity they will be working with the following year and use it as their topic. This gives the stu-

dents in this group a chance to prepare themselves a little more thoroughly so as to do a better job in the sometimes hectic position of a first-year teacher.

This program must not be construed as being "the" ideal program to aid extra-class sponsorship via teacher-training. Many teacher-preparing institutions undoubtedly have as good programs,

and better. It is evidence, however, of the increasing awareness of college administrators and instructors that the future teachers of our children must be grounded in more than bare subject matter.

EDITOR'S NOTE: This is an encouraging trend. Your editor has long been of the opinion that teacher-training institutions have been inefficient in training future teachers to sponsor and promote organizations and activities successfully.

In this Illinois school over 87% register, and over 79% vote for council officers in an orderly campaign and election.

Student Council Elections Are Citizenship Training Units

FOR THE PAST THREE YEARS, students of Hinsdale Township High School have been conducting their student council elections according to rules of good citizenship which they have formulated as a board project in connection with activities in one of the social studies classes. Each year, the Student Council Board reviews the plans and the needs for the year's project and enlists the assistance of Miss Nellie Cline, social studies instructor, and her pupils. This year, the following procedures were formulated.

CANDIDATES: All candidates for the offices of president, vice president, secretary, treasurer, and social chairman were required to fill out a written application, which was presented to the Student Council General Assembly (composed of the board members and one representative from each home room). The names of all applicants were then submitted to the Faculty Staff Committee for approval. From the list of applicants, three candidates for each office were selected. These candidates were informed of their acceptance, following the regular Monday meeting of the Faculty Staff Committee, by the Student Council Secretary, April 9.

REGISTRATION: Each home room was supplied with mimeographed regulations regarding the general rules for registration for the forthcoming election. Each of the classes was assigned a room for registration. (Freshmen: Foyer directly across from library, second floor; Sophomores: Conference Room, first floor; Juniors: Lost and Found Room, first floor; Seniors: Book Store, first floor.) Time of registration was from 3:00 to 3:30 daily, from Tuesday, April 3, until Wednesday, April 11. Each per-

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son was cautioned to sign the register personally because in the new voting procedure, the registration signature must match the voting endorsement. Each home room was furnished a copy of the Student Council Constitution which also is a part of the Student Hand Book. Members of the social studies classes had visited each home room to urge all students to register and to vote. These speakers answered any questions regarding the project put to them by members of the home rooms.

CAMPAIGN ASSEMBLY: Candidates for office and their campaign managers presented themselves at a school assembly April 11. Managers were limited to two minutes in their talks and the candidates to three minutes.

CAMPAIGN: The following rules for campaigning were established by the Student Council General Assembly in conjunction with members of the social studies class:

1. Each candidate will be allowed a maximum of ten (12" x 18" *only*) and one (30" x 40" *only*) posters. Tags, buttons, and ribbons (of approved size and style) will also be allowed. These are the only means of campaigning permitted.

2. All posters and tags should be turned in to the social studies instructor, Miss Cline, for approval. A committee will post the posters as soon as possible but tags may be distributed by the candidate and his manager. Posters will be

accepted after the final list of candidates is announced Monday afternoon.

3. Everything in the campaign is to be perfectly orderly (clean-cut, and presentable). Each candidate will be given a fair chance.

4. Any actions on the part of those running for office which are not fair-play or by these rules will disqualify the candidate.

5. Let's practice good citizenship in this campaign and election!

ELECTIONS: Election day shall be April 12. All registered voters were instructed to vote in the vestibule across from the library where two regular voting booths had been set up. Voting was permitted during study halls and before and after school between 8:00 and 8:15 a.m., and 3:00 and 4:00 p.m., for those who do not have study halls. Four clerks and a judge were in constant attendance. The following voting instructions were mimeographed and sent to each home room to be presented to the voters:

1. Enter the eastern side of the vestibule.
2. Report to either the Freshman, Sophomore, Junior, or Senior Clerk depending on your class and write your name in the registration book.
3. Go to the judge and receive a ballot making sure the judge initials it first.
4. Go into one of the voting booths. If all are filled, wait at a reasonable distance until one is available.
5. Fold your ballot once and give it to the judge, seeing that he drops it into the ballot box.
6. Return to study hall immediately.
7. Conduct yourself as a good citizen should while voting.
8. Voting will not be accepted as an excuse for tardiness.
9. Only students who have registered will be permitted to vote. Their signatures must match those on the registration book.

INSTALLATION ASSEMBLY: April 17, Bill Caruso, 1950-51 president of the Hinsdale Township High School Student Council, presided at an installation assembly for the 1951-52 officers of the organization.

The assembly was opened with the Pledge of Allegiance to the Flag and the singing of "The Stag Spangled Banner." Program music included selections by a small choral group and the school orchestra.

The president reviewed the achievements of the 1950-51 Council which had taken as its slo-

gan, "Championship Spirit Makes A Championship School." Among the Council projects had been the Lost and Found Committee, "Used Book" Sale, Variety Show, Publicity, Sale of Student Insurance, Sale of Activity Tickets, Securing a Coke Machine, Christmas Decorations and Open House in the new high school building, and the securing of American flags and a School flag. Caruso introduced the members of his committees, the Council sponsor, Miss Helen Hadish, and Principal O. C. West, as he explained that all of them and each member of the student body was responsible for promoting better participation in good democratic government. He explained that the 1951 Student Council elections had resulted in a higher percentage of voters than the 1950 election. Last year 549 had registered and 496 had voted but in 1951, 679 of the 780 students had registered, and 618 had voted.

Following Caruso's talk, the retiring officers in turn introduced the new officers. The girls were each presented with a corsage and the boys with a certificate. Not until this point did the winning candidates know of their election to their respective offices. Following the election announcements, Caruso administered the Oath of Office to the new officers.

Students feel that they have chosen candidates who meet the highest qualifications of student citizenship and faculty and students alike feel that the time spent in setting up the procedures, selecting and presenting the candidates, and the actual voting have been worthwhile. Every student had an opportunity to find out what he wished to know about his student government and was made to feel his individual responsibility in the democratic scheme. Newly elected officers already have the support of the student body and the faculty and are anticipating many new accomplishments with the new school year.

CONSTITUTION OF

HINSDALE TOWNSHIP HIGH SCHOOL STUDENT COUNCIL

We, the students of the Hinsdale Township High School, in order to institute a democratic system of student government, do ordain and establish this Constitution of the Hinsdale Township High School Student Council.

ARTICLE I — NAME

The name of this organization shall be the "Hinsdale Township High School Student Council."

ARTICLE II — PURPOSES

The purposes of this organization shall be:

1. To promote and regulate student activities.

2. To provide for the constructive expression of student opinion.
3. To foster the virtues of good citizenship.
4. To provide opportunity for student participation in a democratic government.
5. To help maintain good feeling between the faculty and students.
6. To assist in the promotion of good school-community relations.

ARTICLE III — MEMBERSHIP

All students and members of the faculty shall be considered members of this organization.

ARTICLE IV — ORGANIZATION

SECTION I: There shall be an Executive Board consisting of the elected officers of this organization, the four class presidents, and the faculty adviser appointed by the principal.

SECTION II: There shall be a General Assembly consisting of one representative from each home room and members of the executive board.

SECTION III: There shall be a Cabinet consisting of the chairmen of all standing committees. This group shall be appointed by the President and shall act in an advisory capacity to him. They shall attend General Assembly meetings without voting privileges.

ARTICLE V — OFFICERS

SECTION I: The officers of this organization shall be the President, Vice President, Secretary, Treasurer, and Social Chairman.

SECTION II: Their duties shall be as specified in Robert's *Rules of Order*.

ARTICLE VI — ELECTIONS

SECTION I: The officers of this organization shall be elected by a plurality vote of the student body.

SECTION II: A nominating committee, including at least one member from each class and the faculty adviser, shall be elected by the General Assembly from its membership.

SECTION III: The nominating committee shall present to the General Assembly, for its approval, a slate of candidates. Additional nominations may be made by members of the General Assembly. The final slate shall not include more than three candidates for each office.

SECTION IV: Positions on the ballot shall be fixed by a two-thirds vote of the General Assembly.

SECTION V: The representatives of the General Assembly shall be elected by a plurality vote in each home room.

ARTICLE VII — MEETINGS

SECTION I: The Executive Board shall meet each week.

SECTION II: The Executive Board shall determine the time of the General Assembly meetings.

SECTION III: The Cabinet shall meet at the President's request.

SECTION IV: All meetings shall be conducted according to Robert's *Rules of Order*.

SECTION V: A quorum for all meetings shall consist of a majority of the membership thereof.

ARTICLE VIII — VETO

The principal shall have the power to veto any action of this organization.

ARTICLE IX — AMENDMENTS

SECTION I: This Constitution may be amended by a two-thirds vote of the student body.

SECTION II: Amendments shall be submitted in writing to the General Assembly.

ARTICLE X — BY-LAWS

By-laws, governing rules and regulations not covered by this Constitution, may be proposed by any member of the General Assembly and be adopted by a two-thirds vote of that group.

Stimulating Interest in Spelling Accuracy

MRS. RUTH MAYNARD KELLER
Remedial Work, Language Arts
Cazenovia Central School
Cazenovia, New York

Many a boy and girl not overly fond of spelling has become more bored and careless because of manners of testing, repetition, and lack of challenge.

At Cazenovia in the Junior and Senior High School, we employ three devices especially to stimulate interest in spelling improvement:

1. Record Keeping and Daily Self Analysis: "My Daily Spelling Record," "Words I Have Missed," and "My Grade Level Improvement."
2. Buddy Testing:
 - a. A partner is chosen as in swimming classes.
 - b. Word lists of words missed are checked for accuracy.
- c. The Rules:
 - (1) The Giver stands, repeats words twice.
 - (2) The Taker sits, writes, no questions.
 - (3) Reverse.
 - (4) Check papers, figure percentage.
 - (5) Make records, study any words missed this time.

A roomful of students engaged in this activity looks queer, sounds strange, but results seem to indicate the worthwhileness of being tested on one's own errors.

3. Participation in Spelling Bees: Central New York Bee sponsored by The Herald Journal, and local "invited" Spelling Bees, School Assembly.
 - a. Spelling bee with substantial practice ahead and a substantial prize offered by a local business man.
 - b. Junior College invites twenty different schools to participate over a five month period once a month with prizes at each Bee and a larger prize at the final play-off. (Last year C.C.S. had two places at each bee out of five possible places.)
- c. The Winner of the Assembly Spelling Bee represents C.C.S. at the Central New York Bee sponsored by the newspaper indicated. The winner of this is presented an expense trip to Washington, D.C., for a week and

(Continued on page 143)

"Learn to do by doing," is recognized as a true axiom, and is really put into practice in the training and developing of leaders.

A Successful Leadership Training Program

A democracy, in order to prosper and survive, must inevitably place its faith in the hands of the great electorate of which it is composed. The people in turn, must be trained to elect from among themselves the type of representatives who will truly express the feeling of the group and, furthermore, be able to consolidate and lead the people in the right direction. Consequently, it must be the duty, also, of the schools of the nation, not only to train our students to be alert and upstanding citizens now and in the future, but to provide special training in leadership, for those students who exhibit the characteristics and qualities which leaders must have if they are to be successful.

A specific attack has been made upon this problem in two schools in New York City where successful leadership courses are being conducted following somewhat similar methods and syllabi. They are Morris High School in the Bronx, and Long Island City High School in Queens. Other schools which are attacking the problem in a specific class are the David Starr Jordan Junior High School at Burbank, California, and the John Burroughs Junior High School in the same city.

Class Organization: The class is composed of students of all grades. The students are selected in many different ways. Since the student council meets in the class, it is necessary that all members of the council be admitted simply on the basis of their election. Other members are selected in the following way: About the middle of the term, a notice is sent to all teachers asking them to recommend students who have shown leadership possibilities in their classes, clubs, or extra-curricular activities. As a result of this preliminary appeal, 80 to 100 names are submitted. A meeting is then held at which an explanation is given to the group concerning the aims and scope of this course. Incidentally, students completing the course are allowed full school credit for one term's work. Following this meeting, a request is then sent to those students who are definitely interested, asking them for their present program and pre-

GEORGE W. CASTKA
Long Island City High School
New York, New York

vious average, their school service and activities, and other information. Finally, from this group a class numbering approximately twenty-five students is organized.

Class Procedure for Course Formulation: Starting with the fundamental belief that leadership can not be taught in a vacuum, but must be practiced and experienced, the new experiential or project method, now being used in a great many of our grade schools today, is followed.

As a result of two and one half years' experience with this course, it has gone through many changes. At the present time, the first two weeks are spent with the teacher as the leader, surveying the general question of leadership and its implications. Since the high schools of New York, for the most part, have not adopted the new program of education, it is necessary for the teacher to spend some of the time explaining to the students how the new program functions. At the end of this indoctrination period the basic question first asked the group is, "If we are to be leaders in a Democracy, what topics should we discuss and prepare which will fit us for such leadership?" The members of the class suggest topics which are written on the board without comment. After associating all of the subjects, the students who made them are asked to come to their defense and tell why they think a particular topic should be included in the work of the term. A vote is then taken and the final eight or nine topics are selected. The class members are then asked to choose the topic that they would desire most to work on. Many times too many students selected the same topic and by showing them the need for adequate representation for all topics a fairly equal distribution of the class is obtained.

Committees are then formed consisting of a group of students, all of whom are interested in the same subject. And it becomes the committee's responsibility to prepare and present

their subject to the class. The day following the selection of committees the class breaks up into small groups which move to different sections of the room, and for the first time, preliminary meetings are held. The teacher moves about the room and spends a short time with each group, instructing them on how to organize a working committee so that their aims may be achieved. Committee chairmen for each group are also elected at this time.

The day following these meetings a report is made by each chairman as to the preliminary aims and objectives and these are again discussed and criticized by the class as a whole. As experience has been gained in this project, it has been found advisable to bring to class source material which has been gathered by previous classes on the topics which they discussed. At Long Island City High School a special section in the school library is reserved for leadership class material which, of course, might be consulted by anyone but which is particularly useful to the members of the class. Generally speaking, this source material is used by the committees in class for as long as three days. This procedure helps them get an overview of their topic and also gives the teacher an opportunity to show the groups how to use such material.

The inclusion of the members of the Student Executive Council in the class has benefitted everyone in a number of ways. For example, when the work of the Council is exceptionally heavy, the schedule is flexible enough to permit a number of meetings to be held on successive days and allows continuity of action which is so important for any group working on a project, and especially for boys and girls of high school age. The inclusion of the Council has also given the course a fine reputation so that students are anxious to enroll. And last but not least, class members who do not belong to the Council become more interested in work of this kind and many of them eventually run for office the following term.

Generally speaking, one period a week is given to committee meetings, one to student council meetings, and three to committee reports. This schedule is flexible and varies somewhat as the term progresses. For example, near the end of the term, less time is needed for committee meetings, and more for reports.

The topics that have been discussed in vari-

ous terms for the past two and one-half years are as follows: Leadership and its implications—a study of great leaders of History, Democracy, as contrasted with other forms of government, student affairs, community affairs, parliamentary procedure, how to organize a meeting, public speaking, important current events, teen-age etiquette, human relations, and group psychology.

An evaluation of the work of the students, other than just day by day observation, has been accomplished by asking them to write reports three times during the term on the work covered in class. An attempt also has been made to inspire committees covering certain topics to formulate tests at the end of their presentation which might be given to the students as a means of review. This procedure, it must be admitted, has met with little success. Nevertheless, since the course carries full school credit for one term of work, it has been possible to give ratings based on the reports and class work mentioned above.

Evaluation of the project as a whole has been difficult to make on an objective basis and so no evaluation of this kind has been attempted. A few quotations from some of the reports submitted might, however, have some meaning at this time:

"I think this class is one of the best in the school. The nicest thing of all is that the kids run it and not the teacher. This makes the class more fun to be in. I never realized how interested you can become in a class when you and your friends run it and discuss what you desire to discuss and not have a special topic assigned to you."

"I could never talk in front of a group, and in my opinion I am now heading in the right direction and I think I will feel completely at ease with a little more of the medicine we call leadership."

"During this term in English, the class was asked to form committees. I was appointed chairman and when it came my turn to report, I got up in front of the class with self confidence. When I finished, my teacher complimented me saying, 'I could have gone out of the room and the discussion would have continued successfully.' I don't think I owe this to myself, but I do owe it to the leadership class and what it has taught me this term."

Teachers and supervisors who have been in direct contact with this project also are in general agreement as to the value of this course.

School Activities

ASSEMBLY PROGRAMS

for January

In a world of nature, activities are quiet during January but in milder climates, many states keep up the historical holiday traditions. School activities including basketball, speech tournaments, and plays are climaxed in first semester examinations.

The old custom of receiving and making New Year's calls is almost forgotten but the "Day" is celebrated with nationwide jollity and fun.

The Tournament of Roses at Pasadena, California, is a community activity receiving national commendation.

As the Old Year passes, all the bad habits, unfinished work, and mistakes go with him. Americans look to the New Year with faith and courage, hoping that this year will be the best ever enjoyed. Thus, January brings with it the opportunity for inspirational assemblies.

According to Roman mythology, Janus was the beginning and end of activities. Romans prayed to him whenever they wished for something new. He was worshipped on the first day of the year. January symbols are the snow drop and the garnet is the gem.

In January, Americans are concerned with a philanthropist urge; community activities can be stressed in school programs.

The Shrine sponsors the East-West football game for the benefit of crippled children. "Care" packages are sent to the needy of other lands. Organizations are active in helping displaced persons and the month ends with "The March of Dimes." These activities make worthy themes for school activities.

Highlights from the biography of Franklin Delano Roosevelt including the "Four Freedoms" proclaimed on January 6, 1941 and climaxed in "The March of Dimes" furnish impressive and educational entertainment.

A high school class reports that a program honoring a former classmate, a victim of polio, is given annually, contributions to the national fund are made and a wreath is placed upon the grave of their classmate.

In the South, the birthday of Robert E. Lee is a proclaimed holiday. These states honor the man who loved his state more than his nation but Lee is known to have been a good loser and great man. His birthday is January 19. His contributions to America's history are worthy of presentation in an assembly.

UNA LEE VOIGT

*Emerson Junior High School
Enid, Oklahoma*

The English department will find inspirational material in selections from the works of Edgar Allan Poe, Robert W. Service, and Carl Sandburg. Robert Burns in a January poet; a Scottish theme will educate and impress, as well as entertain any audience.

Science classes have an opportunity for presenting hobbies, facts, and experiments about steam, steel, and electricity. Watts, Franklin, Braille, and Bessemer are January's scientists.

Musicians born in this month are Mozart and Schubert. Their compositions, and incidents from their lives, will reveal information for preliminary remarks. A good introduction to a musical number will focus the attention of the listeners and create greater audience response.

NEW YEAR'S ASSEMBLY All School Departments

The research and script committees will find an abundance of material in reference and text books for any department in charge.

The emcee introduces a narrator who interprets two stanzas from "The Passing of the Year" by Robert W. Service. The scene shows an old man sitting in an easy chair. As the reader interprets, Father Time or the Old Year enters, hesitates and exits at the stroke of twelve. Then the New Year, a small child, enters with the new calendar. If preferred the New Year may burst through the page of an old calendar. Effectiveness depends on the minute size of the child.

"Welcome to the New Year" is an appropriate poem to be interpreted as the child hands the new calendar to the school official or the council president.

A note of comedy may be added as a boy or girl, characterizing an old maid, rushes to the stage and leads the girls in three cheers for leap year.

The emcee calls on the principal, coach, and council president to outline the highlights of the coming year. Variations of this assembly are numerous. Musical suggestions include "Auld Lang Syne" and Mozart's "Minuet." The emcee should introduce the numbers with enthusiastic remarks about the composers.

If preferred, a preview of the school's activities for the coming year, can be presented. Events in the school calendar, as basketball, parents' meetings, music and band festivals, track, speech tournaments, class plays, baseball, May fetes, and graduation are represented by students in appropriate costumes or uniforms.

One high school reports presentation of the theme "Wishful Thinking." Representatives of organizations ask the New Year, who reigns in a regal chair, to bring them new uniforms, a winning team, and more members for the Honor Society.

AMERICAN RIGHTS ASSEMBLY **Girls' Organizations**

Since 1952 is leap year, an assembly emphasizing the rights and privileges of women is appropriate for presentation. Whether it is to be humorous or serious is determined by the sponsor.

Readings and selections from the lives of Joan of Arc, Lucretia Mott, and Betsy Ross are available.

A review of the position of women's rights and contributions will be appreciated. A dramatization of "The Seneca Fall Declaration of Rights" will prove to be educational and entertaining. The presentation of the rights of women in certain states is amusing. January is the anniversary month for the addition of the Nineteenth Amendment to the Constitution.

Members of the American Association of University Women and League of Women Voters have interesting materials for this assembly. The local chapters in every community can furnish speakers.

The rules of parliamentary procedure can be emphasized by presenting a scene climaxing in what happens to an organization if rules of order are not followed. The second scene presents the correct procedure. Many humorous readings centering around this theme are available.

ALL SCHOOL ASSEMBLY **Parade of the Stars presented by the** **Student Council**

Plans for this assembly include the presidents, managers, and directors of all school organizations and activities. Introduction of students who have starred in achievement are honored. Limitations, two members from each organization or activity, will emphasize the honor of the occasion. After the stars are presented by the emcee, commendations from the president of the student council and the principal are quite impressive. Presidents of the organizations can then briefly outline the goals for the coming year. Use of a timing device is advisable.

Members of the alumni and old grads welcome the opportunity to say a few words about the history and advancement of the school. The music of this assembly may include a medley of school songs. Pep leaders call for cheers and yells for the New Year.

LATIN ASSEMBLY **Language Department**

How Latin influenced our language is the theme of this assembly. The purpose is to entertain and to inform. Script writers will find material in historical grammars and reference books.

Pageant of the Months

Narrator: Our lives have been influenced by the names and characters of the Romans. Some of the ghosts of their dead gods haunt the months of our calendar. We present "A Pageant of the Months."

The Curtain opens.

Action: Janus enters; a few Romans pray in pantomime.

1st Reader: First comes Janus, the god with two faces. He looks forward and backward. He carries a key in his left hand. Janus is called the god of Beginning and End. These Romans wish to begin the

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year and accomplish many things so they implore the help of Janus. They think this god protects their gates and doorways from evil gods and goddesses.

Student: It was a clever idea of the Romans to name the first month after Janus. Everyone feels that the beginning of the year is a time for looking toward the future. It is a month of resolutions and beginnings.

If preferred, pupils may enter in appropriate modern costumes and properties. They emphasize the activity in modern times for that month. Another idea suggested is to have an emcee have students whose birthdays are in January to raise their hands. A student, characterizing an ancient astrologist, reads a brief summary about the influence of stars on their lives.

2nd Reader: The name of February comes from the Roman festival of purification. Februa was celebrated in honor of God Lupercus. The Romans regarded Februa as a time for spiritual cleansing but they celebrated it in feasting. (Here a Roman Feast is shown.)

Student: In modern times the homemaker begins to think about spring house cleaning. This year is Leap Year. Every year is 365 days and six hours. At the end of four years these extra hours have amounted to one day. It is given to February every four years. The exception is the century which is not leap year unless it is divisible by 400.

All Leap Years are the date of the year divided evenly by four.

(Here can follow a humorous number showing the traditional idea of leap year.) The astrologist reads February influence.

Reader: March is a noisy, windy month in our country. It is derived from Mars, drawn by his two horses Terror and Flight. His shield is gleaming and he carries a long spear. Lightning and thunder accompany him. He is the god of war.

To the Romans, Mars had power to do anything and everything. They prayed to him for rain; when they went to war they carried a cage of sacred chickens and

offered corn to them. If the corn were eaten greedily, it meant Mars would bring them victory in battle. If a woodpecker pecked on a tree trunk, it was Mars answering their prayers.

Student: No month in the year is so unsettled and noisy as March. It seems that thunder and lightning try to conquer blizzards and wind. Yes, March is rightly named as the third month in our calendar. Mother Nature uses the wind to cleanse the earth.

Activity follows and the astrologist reads a few statements telling about the influence of Mars on persons born during March.

Reader: April is the Angel of Spring. The Romans thought this month opened the gates of birth and restored life to all things. "Omnia aperit!" they said in worship. It means: "She opens all things."

Student: Yes, April is tender and kind. This month brings beauty. The earth awakens from winter sleeping. Buds and birds appear; the woods and lawns are filled with the new, soft, green grass. We know, it is the work April who brings the showers and flowers.

Action: (Emphasize the activity of this month with a number presented by the physical education department.)

Reader: May is named for Maia, daughter of Atlas, but we must hurry. June is named for Juno, whom Romans thought gave them wisdom and joy. Truly she brings us graduation and the realization that commencement is here.

Student in cap and gown appears.

Script writers will be able to conclude this assembly with June. But the origin of other months make pleasing themes.

THRIFT ASSEMBLY

Mathematics, Science, and English Departments

National Thrift Week, January 12 to 24, can be the theme for an assembly. Special talks by community leaders are worthwhile. A talk by a bank president was impressive, inspirational and long remembered in this community. A member of the student committee interviewed, and arranged for the speaker.

Another group presented a panel discussion composed of the community leaders. The sub-



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ject was "How Thriftiness Contributes to Success." A student led the discussion which was divided into three rounds.

A symposium of students presenting successful Americans who were thrifty will entertain, impress, and inform. The lives of John D. Rockefeller and Franklin furnish inspirational material.

How government bonds help citizens to save; postal savings and banking are interesting topics to be presented on the thrift assembly.

"The Ladder of Success" can be presented in various ways. Attitudes toward achievement and success are measured by per cents.

- 100% I did
- 90% I will
- 80% I can
- 70% I think I can
- 60% I believe I can
- 50% I might
- 40% I wish I could
- 30% I don't know how?
- 20% I'm not interested
- 10% I can't
- 0% I won't

This ladder has been used with cards on a realistic ladder; speeches were given, emphasizing actions, and attitudes of each step.

How mathematics moves the world, and math in everyday life, are themes used for dramatizations and skits. A play, "The Dollar Bill," is also appropriate.

ALL-AMERICAN ASSEMBLY

American Literature, Physical Science, and
Social Science Departments

Franklin is truly America's All American. His life is an inspiration to citizens. Author, journalist, scientist, civic leader, statesman, and inventor are his touchstones in the game of life. His birthday is January 17.

Elimination and selection of material for this assembly is the difficult problem. Simplicity should be the key-note.

The English department may plan one scene from "Franklin's Autobiography." Franklin's arrival in Philadelphia and quarrels with his brother, as well as other incidents have dramatic elements. "The Autocrat at the Breakfast Table," also, has humorous and impressive possibilities. Audience response depends on experience and knowledge of the listeners. Endeavor to impress, entertain, and convince them that Franklin was a great American.

Journalism classes may present wise sayings from "Poor Richard's Almanac." Plant these in the audience in advance. When the emcee calls for the sayings, each student rises and gives the saying designated.

Illustrations of a few sayings from the "Almanac" are amusing and informative numbers. The highlights of Franklin's journalistic career can be emphasized with comments and remarks about the principles of newspaper and magazine writing.

Members of the science class have opportunity to show a few of Franklin's inventions and experiments. They can explain the principles in demonstrations. Franklin's acquaintance with electricity in the kite experiment, how the lightning rod works, the principle of bifocal glasses, and the platform rocker are among topics suitable for this feature.

Franklin's achievements as a statesman and civic leader make good subjects for dramatization, discussion, or debate. His witty sayings are applicable for speeches, skits, and dramatizations. His patience, wisdom, and knowledge give evidence of a dynamic personality. For this reason he is America's All-American citizen.

The entire assembly may be presented as a quiz program with Uncle Sam acting as emcee. The script writers have a wide variety of material to use and to select but the presentation will be appreciated and enjoyed. Franklin's achievements make a worthy theme for the All-American Assembly.

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News Notes and Comments

Dr. Gerald M. Van Pool, Executive Secretary of the National Association of Student Councils, reports that thirty-eight states now have state associations of student councils.

Oklahoma's Governor Murray in late August called for a state-wide drive of all law enforcement agencies to stamp out gambling on high school athletic contests.

The action was taken at the request of the Oklahoma High School Athletic Association, following a conference between the boards of control of the association, the coaches' association, and the executive committee of the officials association.—The Texas Interscholastic Leaguer

Some knotty problems always encountered by the play director are answered in the October number of **School and Community** by Blanford Jennings, National Director of National Thespian Society.

Clark R. Gilbert, President of the Gilbert Press of Winfield, Kansas, has recently published an aid for school activity treasurers. This aid, entitled **Streamlined Student Treasurer's Book**, is helpful for treasurers of student activity groups.

The position of Labor on "Extra-Curricular Activities and the Teacher" is expressed in the October number of **The American Teacher**.

In Texas, where girls' basketball is still recognized as a competitive sport for high schools, thirteen clinics are being held this fall to blanket the state with opportunities for those who desire to gain better knowledge of the fundamental skills of the game, of health rules and conditioning exercises for girls, and of the various techniques in officiating girls' games.

"Must We Always Keep Score?" is an editorial from **The White Plains (New York) Reporter Dispatch** that **Youth Leaders Digest** considered worthy of reprint in its October number. It is timely and pertinent.

Let's Examine The Athletic Picture

In spite of the decided over-emphasis upon big-time football and basketball by many of our colleges and universities, coupled with the undesirable methods used by coaches in soliciting

athletes, our high school administrators and coaches have managed to maintain a sound and reasonable program of interscholastic sports and to promote pleasant relations between their schools and communities. Unless something is done by the more ambitious college and university officials to change their attitude toward the entire athletic program in educational institutions, however, the threatened cleavage between the high schools and colleges, as far as athletic relations are concerned, is going to become a reality rather than a threat.

It is too much to expect our high schools to continue to submit to the atrocious methods of college officials and alumni groups in approaching high school students long before they have finished their high school courses and causing these youngsters to divide their interests between their own schools and the colleges that pester them, their families, coaches and school officials in the persistent application of unwholesome pressure methods to interest good athletes in their particular colleges and universities.

It is time to examine the whole picture. It is true that under the existing system whereby colleges put professional athletic clubs in the shade, as far as pressure methods are concerned, the athletic coaches are slaves to the system inaugurated by overambitious alumni groups with big money to spend in assisting their alumnates and colleges in which they are personally interested to violate all reasonable rules of amateur athletics. It seems hardly appropriate, however, for overambitious coaches to cry that college conference officials are trying to ruin their sports when they request that games not be played in Madison Square Garden, the Cow Palace, and other spots which are the "homes" of professional promoters and gamblers. Neither does it appear to be appropriate for a big-time coach to solicit sympathy for college athletes who have turned into crooked operators and accept cash bribes for manipulating the scores of games in order that they and their gambler friends may profit by the procedure. Such actions indicate that perhaps many college coaches are willing slaves to the system.

This is not the type of leadership that can reasonably be expected by our high schools from which the colleges obtain their students and athletes. We fail to see any connection between such procedure and the proper operation of a college or university that is supposed to provide

its students with the best opportunities for education and wholesome recreation.

Recent statements issued by the Chancellor of the University of Nebraska, the President of the University of Oklahoma, and others, indicate that these gentlemen are aware of the problem they face in endeavoring to wrest control of their own athletic programs from those who have no direct connection with their schools. If the coaches are interested in a wholesome athletic program geared to the proper objectives of real educational institutions, then conditions should be created that will make it possible for them to show their loyalty to the profession they are supposed to represent—not to outside pressure groups.

There is too little regard for the best interests, the rights and privileges of the students of many of our colleges and universities. It has reached the place where the regular high school student who would normally attend a certain institution hasn't a ghost of a chance to make its athletic squads, for the reason that costly talent-scout programs are maintained to import boys whose educational interests are not considered at all—only their ability to score touchdowns or baskets.

It is encouraging to note that some of our high school administrators are resisting the pressure that has been increasing over the years and have requested certain high-pressure institutions to please stop sending coaches and scouts into their schools and communities while the students are still representing their high schools. Even the professional baseball leagues have rules prohibiting the solicitation of high school athletes until they graduate, thus showing much more consideration than do the colleges, those marvelous institutions of higher learning that are supposed to set such a magnificent example for the youth of our country. It's long past the time for the establishment of a mutually-agreeable method of soliciting students and guiding their transition from high school to college. Following this, a number of changes must be made in the aims and objectives of the athletic programs of our educational institutions if we are to succeed in saving them from becoming athletic monstrosities.—Editorial by E. A. Thomas in *The Kansas High School Activities Journal*



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SQUARE INCHES	NUMBER OF MATS FROM ONE CUT ON SAME ORDER
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16	2 6 12 18 24 36 48 60
20	3 6 12 18 24 36 48 60
24	4 8 12 16 24 36 48 60
30	6 12 18 24 36 48 60 72
36	8 16 24 36 48 60 72 84
48	12 24 36 48 60 72 84 96
60	16 32 48 64 80 96 112 128
72	24 48 72 96 120 144 168 192
84	32 64 96 128 160 192 224 256
96	40 80 120 160 200 240 280 320
108	48 96 144 192 240 288 336 384
120	60 120 180 240 300 360 420 480
132	72 144 216 288 360 432 504 576
144	84 168 252 336 420 504 588 672
156	96 192 288 384 480 576 672 768
168	112 224 336 448 560 672 784 896
180	128 256 384 512 640 768 896 1024

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How We Do It

"S. A. NITE CLUB"

The glow of candles beneath strings of colored lights cast shadows of dancers on the gymnasium wall as four hundred swingsters flocked to the Balboa High School gymnasium, Balboa, Canal Zone, in November.

The occasion was the inauguration of a swanky, student "Nite Club" set off by that certain atmosphere of dignity which almost everyone seeks in his "night life" and which teenagers, as conditions in the United States have seemed to show, generally are unsuccessful in finding.

The opening of the "S.A. Nite Club" as part of the Student Association Activity Club program was the direct result of the endeavors of the Balboa High School student body and of several groups in particular. Shop classes devoted spare time to the making of special tables and chairs Sewing classes made tablecloths Art classes worked on posters and decorations The school Radio Club procured a public address system Club officers solicited orchestras

That it is essential, at least in this community, that there be an organization able to provide Saturday night fun for young people has been adequately demonstrated by the enthusiasm with which this, the S.A. Club's latest achievement, has been received by the hundreds of high school students who have crossed its threshold since its opening in November.

Responsibility for each Saturday's entertainment rests either upon a particular class (freshman, sophomore, junior, or senior), with committees appointed by class officers, or upon committees of volunteers working with the club adviser. In either case the affair is managed entirely by the students.

A girl and her escort arrive at the "S.A. Nite Club." Having been admitted by the door committee, they are ushered by a floor committee member to a table reserved in advance. Student waiters serve them soft drinks provided by either the Girls' Athletic Association or the Boys' Athletic Club, whichever happens to be in charge of refreshments for that evening. The couple dances under colored lights and gay festoons hung by the decorating committee to an orchestra procured by other students. Between dances they enjoy a "floor show" arranged by a program committee. Thus, a number of stu-

dents may be involved in one evening's activities.

Although there are always teachers on hand at club events, the student floor committee does the actual supervising and chaperoning, thus relieving teachers of the necessity for out-of-school policing of students.

Club expenses, such as orchestras, decorations, and prizes, are financed by the Student Association, which also handles student funds for such things as class parties, school plays, yearbooks, school papers, banquets, awards, etc. The "G.A.A." and "B" Club are responsible for the buying and selling of soft drinks, and part of their profits is used to pay student waiters for their services. Table reservation fees, twenty-five cents a couple, go into the club activity fund.

Saturday night dances are only a part of the S.A. Club program. The club calendar also includes numerous special events, such as Amateur Night, Thanksgiving Dance, Football Dance, Teachers' Talent Show, Swimming Party, Senior Night, Lawn Party, Wiener Roast, and Skating Party. Special attractions are scheduled as often as club funds and student initiative permit.

The S.A. Club was created by the students of Balboa High School in the summer of 1944 to promote a sort of "get together" night on Saturdays during the summer, when teenagers find less than usual to occupy their time.

In 1944 it operated on a small scale in a room in a junior high school building, with a juke box, a coke bar, two ping pong tables, two or three card tables, a few sets of checkers, playing cards, and a bingo game. No one took much interest in the club at first, and the patronage during an evening was comparatively small. Gradually, as the need for school social activity was recognized, interest increased.

Today, three years after its founding, the "S. A. Nite Club" is a working, growing, vital part of Balboa High school life—an example of what may be achieved, when the need arises, by an ambitious, democratic student organization.—Joan Betz, Balboa High School, Balboa, Canal Zone.

MODIFIED PHYSICAL EDUCATION

It may be modified, but none would know the difference between this class and the regular ones. Students dress in the required uniform every day, rain or shine, unless they are excused for medical reasons. The girls in this class don't

suffer outwardly from their afflictions, and they look as healthy as any of the beauties around the Modesto High School campus.

Modified physical education has three different types of classes. The first is an active group who are able to play games, such as modified volleyball, table tennis, badminton, and other similar games. Indoor sports consist mostly of shuffleboard, bowling, and darts. These are not so strenuous as baseball, modern dancing, or swimming. However, they are not so easy as generally implied for modified physical education.

The second class participates in quiet games. Heart disorders, broken bones, allergies, etc., are in this class. The girls play just what the name implies—quiet games: checkers, cards, canasta, flinch, and any other sitting game that exercises the brain more than the brawn. The girls who participate in this class become whizzes at these games after playing them for a year or even for just one semester.

The last class includes complete rest for extreme heart cases, underweight, etc. These girls have no activity, but they have good tans. During the warmer months, the girls lie on the sun-deck above the gym and with nothing more to do, they concentrate on tans. Occasionally they do exercise if it is not too strenuous.

On certain days the whole class gathers on the steps of the gym for open-discussions on anything from medicine cabinet to major operations. All the girls are interested, often bringing personal experiences into the discussion. Teen-age problems share the limelight with medical care and treatment. There have been some on dating, girl-boy relations, alcoholics, and reckless driving. You'd be surprised at some of the debates between the girls on these important problems.

They studied exercises for different parts of the body during the first semester. Then they got the best ones together, sketched figures for instructions, had them mimeographed, and each girl received a copy. The exercises are good for any part of the body from the toes to the head, but especially stress good posture. These are helpful to all girls and make a worthwhile project put out by the modified physical education class.

The girls have been taking a course in first-aid during the second semester. Their teacher is a registered nurse, and at the end of their training they all may be eligible for Red Cross certificates. There was nothing but turmoil on the day they were studying treatments for shock. All the girls had blankets and were practicing the art of wrapping each other up. Giggles,



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blankets, feet, and arms were flying across the grass, while their worn-out and disgusted teacher stood looking on.

The class at Modesto High consists of two different periods or classes, each of about twenty-five to thirty, girls. They make interesting posters for the halls, have great discussions, and are first-aiders, or will be. This is modified high school physical education at Modesto, and none of the girls complains because the class isn't simple, but interesting.

I might add that girls don't lose interest in other sports, but are given rules of other games so that they may be intelligent spectators. Next year there will be three of these classes at the school, each of which will have a full program.—Beverly Cole, 226 Virginia Avenue, Modesto, California.

STUDENT COUNCIL WORK SHOP

Texas held its first Student Council Workshop August 12-17, under the direction of Joe L. Burks, principal of the Campus Laboratory School of North Texas State College, Denton, Texas. The workshop was affiliated with the Hogg Foundation of Austin, Texas. Dr. Gerald Van Pool, secretary of the National Association of Student Councils, acted as consultant. Donald I. Wood of San Antonio, Texas, was program coordinator. Dr. Harold Brenholtz, Dr. Earl Arnold, Dr. George Beamer, Dr. Wayne Adams, Dr. Witt Blair, and Mr. A. A. Daniels, college faculty members from the School of Education, acted as consultants for the sponsor groups. Miss Mary Alice Noonan, San Antonio; Mr. Jack Strickland, Denton Senior High School; Mrs. Phoebe Mizell, and Miss Eleanor Rayne of the Laboratory School were the sponsors of the four student groups.

Forty-eight Texas schools and four Oklahoma groups joined the Workshop. The forty-six sponsors and ninety-six students were housed and fed in the dormitories and cafeterias of North Texas State College. The Union Building was the general meeting place. Smaller rooms were provided for group sessions and the daily assemblies took place there.

The five-day sessions opened with registration on the afternoon of August 12. That evening a planning session with all adults involved was held in Hubbard Hall, Texas State College for Women. The over-all program was discussed, with Mr. Joe Burks presiding. All attending the workshop enjoyed a buffet supper.

Each morning a general assembly took place at seven o'clock. During this period, Dr. Van Pool presented one of the general topics, Problems of the Student Councils, Aims and Objectives of Councils, Organization of Student

Councils, and Training for Leadership. Then the students divided into four smaller groups, each with a student secretary, a student leader, and an adult sponsor. The sponsors held their own meetings. After three hours of working, the group assembled again after lunch and presented their findings in the afternoon assembly. All these materials will be recorded under the direction of Miss Oneta Cummings, of Corpus Christi, the official workshop secretary.


During the afternoon, the workshop members enjoyed swimming, skating, volley ball, tennis, and just resting on the broad porch of the Union Building. Under the direction of Miss Marjorie Stafford of the Laboratory School, a recreational program of a picnic in the N.T.S.C. Golf Park with an amateur program, square dancing on the U. B. Slab, social dancing with 'fessor Graham's Orchestra, and a watermelon party were enjoyed by adults and students. A breakfast for the sponsors ended the good times program.

At the evaluation session, Mr. Burks presented Dr. Van Pool with a temporary Texas Citizenship. Certificates of participation and completion of work were given to all sponsors and students.—Eleanor Payne, Student Council Sponsor, Laboratory School, North Texas State College, Denton, Texas.

FOOTBALL AUCTION

One day at Central High School of Helena, Arkansas, an assembly was called during the sixth period. As we entered the gymnasium there was a large sign in front of the stage which said "Football Auction." Of course, every one was told what was to happen a week before, so the girls could save their money. Our assembly was started as usual and then all the football boys came up on stage where they were to sit. Our student council president then appeared in a derby hat, a boy's coat, blue jeans with bright suspenders, and a plaid shirt. The football boys were then called to the auction block one at a time. When they were on the auction block our auctioneer told what crimes they had committed. The auctions started raising a nickel at a time and as time passed the announcement was made that bids could not be raised less than twenty-five cents at a time. The highest bidder was a freshman girl who bid twenty-two dollars.

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Some of the rules of the auction are as follows: the boy was to carry the girl's books to classes and to and from school; the girls were not to make a spectacle of the boy; they were to have at least one date at the girl's expense; and the boy, if eating during the same lunch hour as his owner, had to sit at the same table with her and carry her tray back to the kitchen. The boys also wore large tags on which was written "Property Of" and the name of each owner beneath it. The auction went off well and the rules were carried out. The proceeds of this auction was used to pay for the football banquet. —Marie Ashburn, Central High School, Helena, Arkansas.

ILLUSTRATED POETRY PROGRAMS

Having been literally put on the spot to produce a junior high school assembly program for the final evening P.-T.A. meeting of the school year, I was at a loss for ideas. The principal objective, of course, was to include a broad representation of student participants from seventh and eighth grades, so as to allow each parent to swell with justifiable pride at the individual performance of his own offspring.

A play of sufficient magnitude to include the entire student body was out of the question,

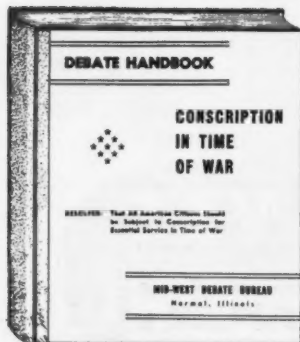
particularly when one considered the variable and questionable abilities of the budding thespians involved. I finally, in desperation, hit upon the idea of illustrated poetry reading and the portrayal of costumed characters with the aid of artificial lighting effects. Accordingly, I selected poems which were most adaptable to dramatic presentation and also picked the best speaking voices for the individual readings. Assigning certain pupils to represent, in varying degrees of still life, the various characters mentioned in the poems, I was able to include every student in the cast.

We opened the evening performance with a candlelight rendition of Longfellow's "The Children's Hour." The four girls selected to illustrate the ones talked about in the poem were attired in pajamas and wearing pigtailed. Each girl held a lighted candle and was timed to emerge and exit from either wing, as well as back center stage, in accordance with certain predetermined lines of the poem—a procedure followed in all poems selected.

Using such well-known poems as "The Wreck of Hesperus," "The Sea Gypsy," "Little Boy Blue," "Barefoot Boy," and others, we filled the time schedule of one hour with little trouble.

DEBATE

Materials



THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1951-1952 IS:

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The students had been instructed not to tell their parents about the text of the program beforehand, and the secret had seemingly been well-kept. The home economics class made the costumes, and other needed props were brought from home by the students. Each participant felt, and rightfully so, that he, or she, had a role of importance, and the resulting enthusiasm was most gratifying. The poems selected were short, dynamic ones with fast-moving shifts in tempo and character make-up. The audience, generally speaking, was quite conversant with the poems chosen and seemed to enjoy the transition to retrospection. The aftermath of the program resulted in a renewed interest in poetry reading, a remarkable change from the previous opinion that it was a dull, uninteresting subject.

Poetry reading as an activity of the English department holds unlimited potentialities for developing latent dramatic ability of students. It is an avenue of activity that has a myriad of possibilities for personalized creative talent to assert itself in a positive manner. As a concluding philosophy of my own vintage, I suggest that we water the tree of poetical knowledge with humor, trim its branches with wisdom, and gather its variable fruits with prudence and foresight.—Robert L. Gantert, Teacher, Seattle Public Schools, Seattle, Washington.

BANK SPONSORS SAVINGS ACCOUNT PLAN

Each year since 1947, the First National Bank at Canonsburg, Canonsburg, Pennsylvania, has presented each member of the graduating class of the local high school a savings account showing a \$5.00 deposit. During this five year period they have given 747 accounts to the various graduating classes, at a total cost to the bank of \$3,745.00. Of these accounts 446 are still open, showing balances of \$41,422.45.

To show the sustained interest in these accounts, in the 1947 class, we have three accounts with balances of over \$1,000.00, the highest being \$1,374.09. In the 1948 class we have two accounts over \$1,000.00, the highest being \$1,299.52. The largest balance in the 1949 class is \$715.98 and the largest in the 1950 class is \$560.54. Total balances on these accounts at the close of 1949 was \$24,728.44 and at the close of 1950 were \$40,857.45, or an increase of \$16,129.01 for the year.

We feel that the initial interest taken in the students by the First National Bank, by the presentation savings accounts, has been the means of bringing these students to our bank, where we become personally acquainted with them and they get the feeling that this is "my" bank. As they become the future leaders and business

men and women of our community, they likewise feel at home in their bank and feel free to talk to us about their various problems.—C. H. Jacobs, Vice President, First National Bank, Canonsburg, Pennsylvania.

Spelling Accuracy

(Continued from page 130)

receives many other prizes. There is also a second and third place winner or a runner-up. The Bee includes the seventh and eighth grade only.

d. Prize in C.C.S. High School is a \$25 War Bond awarded to first place in competition, one written and one oral spelling contest which may or may not be in assembly.

In Bridgewater Township, Raritan, N. J., all cash prizes won by pupils in school contests become the property of the school, and are invested in books (with winner's nameplate), and other equipment and material for the use of all pupils of the school. According to Supervising Principal C. M. Saunders, the plan is wholeheartedly accepted by the pupils. An idea?

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Comedy Cues

The mayor, proud of having been awarded an honorary degree by his former college, was addressing a class in one of his city's grammar schools. He asked them whether anyone knew the meaning of M.D., D.D. and LL.D.

There was a dead silence until a little girl excitedly shrieked: "I know, mister. Mairsy Doats, Dosey Doats, and Little Lambsy Divey."

—North Carolina Education

A Newer Model

The sales manager was quite peeved as he called in the new salesman.

"Tell me," said the sales manager, "What has become of your ethics?"

"Oh," replied the salesman, "I turned that in on a new Hudthorn."

Jack: My father made his mark in this world.

Mac: So did mine. He couldn't write either.

—Collegio

Go Ahead!

Smart Alec Tourist: What's your speed limit here?

Native: Haven't got one! You strangers can't go through here too fast for us.

—McCall Spirit

Give and Take

Two battered old wrecks of humanity were sitting together on a bench in the city park, when one informed his neighbor, "I'm a man who never took advice from anybody."

"Shake, old fellow," said the other. "I'm a man who followed everybody's advice."

—Wisconsin Journal of Education

Very Special!

A recruit passed a captain without saluting. The captain stopped him and said, "Take a look at me. Do you attach any special significance to this uniform?"

The new soldier looked him over and replied,

"Why, you lucky dog! You've got one that fits."

—Central High News, Minneapolis, Minn.

The conductor was perplexed. "Who on earth," he muttered, "would want to steal a Pullman ladder?"

Just then the curtain parted and a little old lady poked her head through cautiously. "Conductor," she whispered, "you may use mine if you like. I won't need it till morning."

—Reformatory Pillar

And there's the English teacher who wrote on the blackboard, "I didn't have no fun this weekend." Turning to the class she asked, "How can I correct that?" Johnny eagerly answered, "Get a feller!"—High Points

A Memory Aid

Teacher: What ancient ruler played the fiddle while Rome was burning?

Jimmie: Hector, Ma'am.

Teacher: No, not Hector. Hector was not a ruler, but a Trojan prince.

Jimmie: Then it was Duke.

Teacher: Duke? What do you mean, Jimmie?

Jimmie: Well then it must have been Nero. I knew it was somebody with a dog's name.

—Balance Sheet

Two small-townners were sitting on the front porch of a general store when a city slicker drove up in a flashy convertible. "Hey, you," yelled the driver, "how long has this town been dead?"

"Can't be long," drawled one of the natives, "you're the first buzzard we've seen."

Two men left the movie theatre, distaste showing in their faces. "Movies have certainly made a remarkable advance during the last few years," one remarked.

"How's that?"

"Well, first they were silent; then they developed sound; and now this one smells."

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